

Problem-based Learning Laboratory (PBLab): Facilitators' Perspective on Rubric Assessment

Abstract

Problem-based Learning Laboratory (PBLab) has been established as one of the core courses for a Bachelor of Engineering (Electrical) program at Universiti Teknologi Malaysia (UTM) since 2007. Several initiatives have been made in reviewing the PBLab evaluation criteria to ensure that the students are properly assessed and their ability to acquire both technical and generic skills can be successfully measured. General analysis of the students' grades for the past few years have revealed a trend of inconsistency between that obtained from the PBLab with those obtained in other courses. This paper attempts to verify this inconsistency while at the same time focuses on how the students are being assessed by the PBLab facilitators using the assessment rubrics as a possible factor contributing to this inconsistency. The former has been verified through the study and the analysis made has revealed that the latter is highly influential in determining the students' performance in the PBLab, thus becomes a contributing factor to the inconsistency.